



Faculty of Cognitive Sciences and Human Development

**A SURVEY ON THE USE OF TEACHING KITS AMONG  
PRIMARY SCHOOL TEACHERS IN THE ESL CLASSROOM IN  
LUNDU DISTRICT**

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Bachelor of Education with Honours  
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**BACHELOR OF EDUCATION WITH HONOURS (ESL)  
FACULTY OF COGNITIVE SCIENCES AND HUMAN  
DEVELOPMENT**

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This project is submitted in partial fulfillment of the requirements for the Degree of  
Bachelor of Education with Honours (ESL)

It is hereby that the student has alone all the necessary amendments of the project for  
acceptance.



**(Mdm. Yvonne Michelle Campbell)**

Supervisor

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## ABSTRACT

In viewing Teaching Kits as meaningful and important resources for teaching of English Language, this study is conducted to find out the general attitudes and perceptions of ESL teachers towards the use of teaching kits in the teaching and learning environment.

The sample chosen for this study are ESL teachers teaching English Language in all thirty-one schools in Lundu District. Questions were prepared to induce what are the reasons for using and reasons for reluctant to use teaching kits, how the ESL teachers used teaching kits and what are the constraints they faced in using teaching kits in teaching English.

Based on the findings obtained, it is found out that ESL teachers regarded teaching kits as a mean to arouse students' interest towards the lesson. However, there were some obstacles to use of teaching kits in the ESL classroom. They claimed that using teaching kit to teach examination classes are a waste of time because they need to select the appropriate materials whereas they are focusing on exam oriented. The teachers only use worksheet, workbook or previous examination papers in the classroom. They need a lot of planning in order to fit the lesson content. Beside that some schools the teaching kits are outdated and the kits are left in the resource room. The materials are not suitable for the topic and the students' level. Thus, the reasons claimed by the interviewees for reluctant to use teaching kits would throw some ideas on how to improve the contents of the teaching kits and the mindset of the educational administrators especially the Curriculum Development Centre and also the school administration on the importance of teaching kits.

## ABSTRAK

Berdasarkan pendapat bahawa Kit Pembelajaran adalah satu sumber yang penting dan bermakna di dalam pengajaran Bahasa Inggeris, kajian ini dijalankan untuk mengetahui sejauh mana sikap umum dan persepsi para guru Bahasa Inggeris terhadap penggunaan Kit Pembelajaran di dalam situasi pengajaran dan pembelajaran.

Sampel kajian ini terdiri daripada para guru Bahasa Inggeris di semua tiga puluh satu buah sekolah rendah di Daerah Lundu. Soalan-soalan telah dirangka untuk mengetahui sebab-sebab para guru menggunakan Kit Pembelajaran dan juga sebab-sebab para guru tidak mahu menggunakannya. Begitu juga untuk mengetahui cara-cara para guru menggunakannya apabila mengajar Bahasa Inggeris.

Berdasarkan dapatan yang diperolehi, para guru menganggap bahawa Kit Pembelajaran adalah satu cara untuk menarik perhatian para pelajar terhadap pengajaran. Walau bagaimanapun, terdapat halangan-halangan terhadap penggunaan Kit Pembelajaran dalam pengajaran Bahasa Inggeris. Mereka memberitahu bahawa penggunaan Kit Pembelajaran dalam mengajar kelas 'peperiksaan' adalah membazir masa kerana para guru perlu memilih bahan yang sesuai sedangkan mereka memfokus kepada 'exam oriented'. Guru menggunakan lembaran kerja, buku kerja atau kertas ujian yang lepas di dalam bilik darjah. Perancangan yang rapi perlu agar ianya sesuai dengan isi pembelajaran. Maka, sebab-sebab yang diberikan oleh para guru yang tidak menggunakan Kit Pembelajaran dan juga membuka minda dan mata pihak yang bertanggungjawab seperti Unit Perkembangan Kurikulum dan juga pihak sekolah tentang kepentingan Kit pembelajaran.

# CHAPTER I

## INTRODUCTION

### 1.0 Overview

This chapter will discuss the background of the study, statement of problem, research objectives, research questions, significance of the study, limitations of the study, and definitions of key terms.

### 1.1 Background of the study

Teaching and learning resources enhance teaching effectiveness in the classroom. Basically, a 'resource' in education is a system, a set of material that is deliberately created for the teaching and learning process that enable students to learn. At the same time the teaching materials will help the teachers to plan the lesson, the objectives and the target that suit the students' abilities (Percival & Ellington, 1988). The State Education Resource Centres (SERC) and Teacher Activity Centres (TAC) have been set up to provide teachers with the facilities needed and opportunities to share the resources, information, knowledge, ideas and experiences in producing their teaching materials in the classroom. Each centre has its own agency to plan, organize and conduct in-service education programmes for teachers in its state, division and district. Curriculum Development Centre (CDC) or '*Pusat Perkembangan Kurikulum*' is one of the agencies in the SERC that is given the responsibility for this national project preparing packages of teaching materials (cited in Education in Malaysia, 2001). The Curriculum Development Centre was established in 1973 as a unit in the Educational Planning and Research Division. Its role is to evaluate, review and develop the school curriculum on the national



goals. Today the centre is responsible for the development of pre-school, primary school and the secondary school curriculum.

The packages of the mentioned teaching materials are Teaching Kits which are available in Teachers' Resource Centre (TRC) or '*Pusat Kegiatan Guru*' in CDC. The introduction of these kits is part of the English Language Project for Rural Schools. The aim of this special project is to assist teachers in the teaching of the English Language in the primary school. It also aims to help the pupils to enjoy learning the language through active participation in the activities. The resource materials provided in the kit are created according to the topics listed in the KBSR *Buku Panduan Khas (Bahasa Inggeris)* or the English Language Curriculum Specification. However, not all the topics listed in the English Language Specification are covered by the materials (cited in Educational Technology Division, 1991)

The CDC co-ordinates with specific demands of the teachers, advisors and others that are involved in the introduction and implementation of teaching kits to ensure that they produce teaching kits that are suitable for learners level. Teachers believed that teaching kits make teaching easier and save their time in preparing their own teaching aids. But teachers should select the appropriate teaching materials in the teaching kits before conducting the lesson in the classroom. According to Davies (1981), by selecting the suitable teaching aids, the teaching and learning process will be meaningful and interesting. Teaching materials in the kit should of course be suitable and relevant to the tasks. The effective teaching aids that are packed in the teaching kit have its purpose that

is to simplify teaching. In Malaysian schools, Nesamalar et. al.(1995) stated that teaching materials such as visual aids like wall charts, posters, flash cards, puppets, diagrams and so forth could help students focus their attention on what is being taught. It also helps students in the process of understanding and producing language. Beside that, the teaching materials can be used at various stages of the lesson to create contexts, illustrate details, and serve as prompts to structure practice or serve as aids for games, role-play and other activities. Other than that, they can be used as means of expressing understanding, e.g. of descriptions of objects, events, processes and directions in Reading and Listening comprehension.

However, poor selection of the materials and its usage will make the lesson dull and boring. The materials in the teaching kits are selected base on the topic mentioned below. For example in the teaching English Language in KBSR classroom, the topic-based resource materials are organized in sets. There are 5 sets of materials, Sets A, B, C, D and E. Set A: Family Relationships and Other Relationship; Set B: Animals and Objects; Set C: Buildings and Places and Occupations; Set D: Games and Interests and Habitual Actions; Set E: Materials in this set cut across the topics in the English Curriculum Specification. Hence, if the materials in the teaching kits are to be used, teachers must select the appropriate materials because they have their own function. For example the tape recorder is used to teach listening and other skills. Students listen to the recorded text and then fill in the blanks with suitable the words and so forth. Apart from that, if the tape recorder is not functioning, there is always a copy of the recorded text in the teaching kit as supplementary. Teacher will read aloud the text and students listen and

later on proceed with the activity. In other words, they function as aids in the teaching and learning process. They help the teachers to manage teaching more efficiently (Mok & Lee, 1986):

Teaching kits are also assisting in the transfer of teaching as well. They are linked to each other (one task assists in the learning of another). In other words some teaching strategies that are applicable from the teaching kits can be transferred to real-life situations. Whatever their roles, teaching kits serve both to teachers and students (as cited in Davies, 1981).

There are some benefits of using the teaching kit in the teaching and learning process. The materials in the teaching kit can be interesting to watch, challenging and interacting when they are used appropriately. Through the proper use of this kit, teachers would be able to use the four skills like listening, speaking, reading and writing. Teachers are encouraged to shift from the traditional method like 'rote method' and 'chalk and talk' or 'chalk and board' of teaching to some kind of 'fun and enjoy' teaching that lead to enjoyable and interesting learning. It can also offer a good and conducive learning environment to learners and thus lead students to give their full efforts during the classroom activities being conducted (Rocontree, 1994).

There are different types of teaching materials packed in the teaching kits such as printed materials like books, manuals, teacher's guides, and worksheets, project guides, reading texts, maps, charts, pictures, journals and periodicals. The audio-visual materials are



audio-cassettes, filmstrips, slides-tape and video cassettes. Today, with the advancement of technology, more and more teaching kits such as CD-Rom are sent to schools by the Curriculum Development Center in order to create more interesting and motivating environment in the teaching and learning process.

## **1.2 Statement of the problem**

The students' performance in learning are normally influenced by various factors such as students' attitudes, styles and motivation. Therefore, the use of teaching materials or aids in the teaching could contribute to a better teaching and learning process. According to Richard & Renandyn (2002) the teaching materials could also contribute to students' motivation, stimulation and arouse their' interest towards learning. For instance, materials such as videos allow teachers and learners to explore the nonverbal and cultural aspects of language as well as the verbal. Intonation, gesture, mime, facial expression, body posture and so on, are all essential channels of communication which not only help learners understand the verbal language to which they are expose, but are also an integral part of the meaning system which they are seeking to learn. In order to maintain their interest in the classroom, teachers need to use proper methods, techniques, as well as teaching materials in the teaching and learning process especially rural schools that the materials are rarely obtained.

Teaching kits are prepared by the CDC and are sent to all schools in Malaysia. However, there are some teachers who are reluctant or less using the teaching kit due to some constraints they are facing. For instant the content of the teaching materials whether they

are suitable to the students' abilities or level especially those studying in the rural schools. Apart from that, do the teaching aids look attractive enough that they can motivate the students' interest in learning? Are the teaching materials users friendly? There might be some limitations in using the teaching materials such as time management and the content of the materials used whether the teacher makes full use of the time using the materials in the teaching and learning process. Another constraint that the teacher could face is whether the teacher are expose to the teaching kit or are they knowledgeable in handling the using the teaching kit. Therefore, this study is concerned with the use of teaching kits among primary school ESL teachers. In addition, the aim of this study is to obtain some information from the ESL teachers on the reasons the effectiveness of using the teaching kits and also for reluctant or less using them. It is also to determine and to find out how those teachers who are using the teaching kits used them.

### **1.3 Research objectives**

The purpose of this study is to:

- i. find out how the teachers who are using the teaching kits used them in teaching English.
- ii. find out the teachers' perception towards using teaching kits
- iii. identify the constraints of using teaching kit in teaching English.
- iv. find out the effectiveness of using teaching kits in teaching English

## 1.4 Research Questions

This study attempt to answer the following research questions:

- i. How do the teachers use teaching kit in teaching English?
- ii. When do the teachers use teaching kit in teaching English?
- iii. What are the constraints, if any that the teachers face in using teaching kit?
- iv. How effective and appropriate are these teaching kits in teaching English?

## 1.5 Significant of the study

The aim of this study is to find out the opinion of the ESL teachers in using the teaching kits in the KBSR classroom. This study gives reasons why teachers use the teaching kits in teaching and also to get some information on the reasons for less or reluctant to use of teaching kits and hence could encounter the problems arise when using teaching kits among ESL teachers.

Through the result of this study, it will provide additional feedback to the Ministry of Education especially the Curriculum Development Centre to revise and produce more interesting and motivating teaching materials in the Teaching Kit that suit the students' level and abilities before they are sent to schools.

## **1.6 Limitation of the study**

There are limitations of this study due to two reasons such as the samples chosen are limited (small) about 100 respondents who may not be generalized to the whole teachers' population in the country and the respondents might not be sincere or reluctant in giving information to the questions given.

## **1.7 Definition of key terms**

### **1.7.1 Teaching kits**

Meriam Webster's Collegiate Dictionary (1998) defined a teaching kit as a packaged collection of related materials for particular activity and situation. In this study, teaching kit can be defined as kit that is used in classroom teaching and learning environment which emphasizing aids, materials and activities which lead forward English Language with specific guides, instructions and rules to be followed. Whereas the Curriculum Development Centre defined teaching kit as packages of teaching materials which are available in Teachers' Resource Centre (TRC) or '*Pusat Kegiatan Guru*' in CDC. The resource materials provided in the kit are created according to the topics listed in the KBSR Curriculum Specification. (cited in Educational Technology Division, 1991).

### **1.7.2 English as a Second Language (ESL)**

In Malaysia, a language is considered a foreign language when it is taught as a school subject but it is not a medium of instruction. According to Nesamalar et.al (1995) a second language is not a native of the non-English speaking country like Malaysia but it is a language used for certain purposes and by certain people within that country. English



is the language of commerce and there are many signs and advertisement found everywhere such as in the cities, towns and sub urban areas. In the *Huraian Sukatan Pelajaran* describes that English as a second language is used in a non-technical sense. English is the second most important language after Bahasa Melayu. It also refers to the fact that for many students, it is the foreign language learned after their mother tongue. In Malaysian School Curriculum, English is a compulsory subject and it is taught in all schools from primary to upper secondary level (Nesamalar et.al, 1995).

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter reviews the literatures related to the study of the used of Teaching Kits in ESL teaching and learning process. It also looks into the constraints of teaching English in Malaysia, teaching kits in ESL classroom and the roles of ESL teachers in Malaysia. Beside that, this chapter will include some relevant and related study of the topic.

#### **2.1 Teaching English in Malaysia**

According to Allias (1996), the colonial administrators had made English the language for its official transactions. Thus, Malaysian had to learn English not only as matter of practical necessity but also for economic advantage along with social, moral and civic development.

During the colonization, English was used as a medium of instruction at all school level in English medium schools apart from being the medium of communication among people in the middle and upper classes. This situation has changed since independence as Bahasa Melayu has been made the main medium of instruction in all schools in 1970 (Francis, et.al 1997).

English was the sole medium of instruction in national type English schools, while in the Malay medium schools, it was taught as one of the subject. However, Abdul Rahman

Asrof & Zakaria Kasa (1994) as cited in Asmah, stated that English language is still taught at all school levels because its importance especially in the acquisition of knowledge. In Education Act 1961, English as a compulsory subject has not changed (cited in Education in Malaysia, 2001).

## **2.2 Teaching Kits in the Malaysian ESL classroom**

Teaching kits refer to as a packaged of instructional materials either in the printed form materials or audio-visual such as tape recorder/radio cassette, video and CD-Rom. They are used in the curriculum area to transform educational content to learners. The English language Teaching Kits that are available in Malaysian School Resource Centre consist of language materials for teachers' used and there are some teachers' guides, record books, supplementary materials such as language games, cards, quizzes, wall charts, pictures, slides, tapes, word cards, reading cards and so forth. The CDC produces the teaching kits with particulars goals to achieve. The purposes of using teaching kits are to ensure the objectives of the lesson are achieved, besides making the lesson more interesting, motivating, and fun with the participation of the students.

Davies (1981) lists some points of meaningful teaching materials such as materials should be organized and are helpful in teaching and learning process such as diagrams, charts, pictures and other graphic; they must be relevant and worthwhile so that they are easily used for teaching and learning environment and finally materials used should be reduced to the appropriateness of learning duration of the learners. Therefore, only a limited number of items should be used for teaching and learning situations.



With the advancement of technology today, in the world of globalization, teachers need to be proficient, computer literate and well verse in the language in order to use the teaching kit or the materials meaningfully. Each set of materials is accompanied by teachers' guide. The teachers' guide contains teaching notes outlining how each material can be used at different proficiency levels in the classroom. Hence, teachers need to understand the instructions before carrying out the activity that suit the students' level. For the lesson to be effectively taught, the teacher must consider the medium through which the 'message' is to be conveyed.

### **2.3 Related Studies on the Use of Teaching Kits**

According to Abdul Rahman (1986) in order to make the teaching and learning interesting and meaningful, teachers should used teaching aids or materials. The teaching aids that are packed in the teaching kits are aided for teaching and learning process. He also stated that the functions of teaching materials smooth the interaction between teachers and students, likewise between students and students. Furthermore, the use of teaching materials will make students understand what has been taught. Hence, it helps the students to communicate and interact effectively. For the lesson to be effectively taught, the teacher must consider the medium through which the 'message' is to be conveyed. The visual aids such as charts or posters, flash cards, diagrams and maps are very useful in teaching language. Based on the findings in language teaching for instance, 10% of the students could read, 20% could listen, 30% could see, 30% could see and listen, 70% could say the words by themselves and 90% could say the words and reacts or do. In contrast, according to the school inspectorates reports in 1987, there are some

schools which did not really emphasise on using teaching kits in the teaching of language. This is because to some teachers, examination is more important than using teaching aids. In other words, it is exam oriented and there are not much teaching aids needed. Teachers commented that some teaching aids are not suitable for the students' level and abilities.

Another study done by a group of lecturers from Maktab Perguruan Sarawak in 1999, pointed out that the use of teaching aids is to improve students' language proficiency through the four major skills; listening, speaking, reading and writing. Teaching aids that are packed in the teaching kits are used in the teaching and learning process. The purpose of using teaching aids enable the teachers to interact with the students and at the same time the students could share their ideas in the activities given. This study has been done in six schools in Miri and Benua. The samples of the study were teachers and approximately five teachers from every school. In order to collect data, questionnaires have been distributed to the respondents. The instruments were designed to find out the use of teaching aids among teachers and also to determine the teachers' perceptions about teaching aids. Therefore, teaching kits in this study have similar functions as pointed in this journal (cited in *Jurnal Penyelidikan Pendidikan Maktab Perguruan Sarawak*, 2000).

Lee & Mok (1981) stated that based on the study done by a group of researchers towards a group of children age 6-12 years old, the use of teaching kit like the audio-visual aids that is the video, the concept of understanding and knowledge by human being can be easily obtained through the four senses: 75% obtained through seeing, 13% through